**Introducing the Principles of Design**

**Reference: Day 1-5 Pacing Guide**

**Vocabulary:**

**Elements of Design**

Line, Shape, Form, Space, Texture, Value, Color

**Principles of Design**

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| --- | --- | --- |
| **BALANCE**  Symmetrical  Asymmetrical  Approximate Symmetry  Radial | **UNITY**  Dominance  Repetition of Visual Units  Use of Color  Surface Quality | **CONTRAST**  Contrasting Materials  Line Contrast  Contrasting Shape, Form, Size  Contrasting Light and Dark  Color Contrast  Contrasting Textures |
| **EMPHASIS**  Using One Element  Simplicity  Placement- Rule of Thirds  Grouping  Isolation  Size/Scale  Repetition | **PATTERN**  Rows  Grids  Half-Drop  Alternating  Radial  Borders/Bands | **MOVEMENT**  Recorded Action  Compositional Movement  **RHYTHM**  Regular Rhythm  Flowing Rhythm  Alternating Rhythm  Progressive Rhythm  Unexpected Rhythm |

**Concepts: (Essential Standards, Beginning Level High School)**

* Use art vocabulary when discussing art (B.V.1.1)
* Apply the Elements and Principles of Design to create art (B.V.1.2)
* Recognize how the Elements and Principles of Design are used in Art (B.V.1.4)
* Create personal, symbolic expression as a means of communication (B.V.2.3)
* Use a variety of media to produce art (B.V.3.2)
* Use teacher generated criteria to evaluate personal art (B.CR.1.2)

**General Plans:**

**Total: 7 90-min class periods**

Introduce the Elements and Principles of Design to beginning art students. Begin with a broad overview of what the Elements and Principles are and introduce vocabulary. For the next six days, devote one class period to exploring one principle deeper (Day 1 Balance, Day 2 Unity, Day 3 Contrast, Day 4 Emphasis, Day 5 Pattern, Day 6 Movement/Rhythm). The student will create an artwork focused on that principle with the subject matter reflecting something about his/her personality, hobbies, passions, etc. Use cut colored paper, crayons, markers, color pencils, magazines, or other 2D materials to create the artwork in sketchbook. Keep as record in sketchbook and reference throughout course.

**Tips/Suggestions:**

* **Video:** Show a 5 minute clip on the Principles of Design from *Davis Publications* DVD “Elements and Principles of Design” as an overview
* **Textbook:** Use the text book Exploring Visual Design: The Elements and Principles, Davis Publications for in-depth understanding of each Principle.
* **Differentiated Instruction:** Encourage students who are not comfortable with drawing yet to create collages to illustrate their work with magazines, color paper, etc. adding embellishments with marker, color pencil, etc. as they become more comfortable. Give one day at the end of the 6 days as a “catch up” for students who do not finish in one class period.
* **Relationship:** As an introduction to the class, have each student pick their favorite Principle/Artwork they created and present it to the class. Have students pair up with their neighbor to first explain to him/her as an icebreaker before presenting to the whole class. Students can stand up as a pair to present their work or decide to introduce their partner to the whole class which may make them feel more comfortable than being alone and the center of attention.
* **Application/Connection:** Have students staple their worksheet for each Principle in their sketchbook on the page facing their artwork, so that when opened, the worksheet is on the Left and their artwork is on the right (for a side-spiral bound sketchbook). Keeping this as the first six pages in their sketchbook allows you to have students reference back throughout the course.
* **Evaluation:** Have students reflect on their 6 artworks at the end of the unit and evaluate their work based on a teacher made rubric.
* **Course Connection/Reinforcement:** Students should use this as reference on their reflections they write for each evaluation of artwork they create in the course. You may want to allow the student to use this on their final exam to write about an artwork they have created throughout the course.